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ABSTRACT

This study designed and implemented a program for training agency-based field instructors in a performance-oriented strategy of teaching. A training program was developed for agency teachers that introduced an adaptation of the systems approach to field instruction. At the conclusion of the seminar the learners will have: (1) participated in developing an instructional unit that incorporates the components of the systems approach to instruction, and which is considered acceptable by the workshop leader as an adequate instructional unit in the beginning stages of development; and (2) expressed a favorable disposition toward the systems approach to instruction as being applicable to their own teaching. An evaluation of the training program showed that the objectives were achieved by all participants--that is, the clinical faculty of the Barry College School of Social Work. The overwhelming majority of field instructors who participated in the training program expressed the belief that the performance-oriented systems approach to field work instruction was a viable strategy for enhancing social work agency teaching and obviating several programs that have been indentified as currently existing in field instruction. (Author)

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DEVELOPING AND EVALUATING A PERFORMANCE-ORIENTED TRAINING PROGRAM FOR COMMUNITY-BASED FACULTY OF A SCHOOL OF SOCIAL WORK

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SOCIETAL FACTORS MODULE

by

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INTRODUCTION

When society requires to be rebuilt, there is no use attempting to rebuild it on the old plan.

John Stuart Mill

In difficult times demands are frequently made for sweeping changes to take place throughout the fabric of society. Such has been the case during the tensions of the last few decades. In the past, educational institutions have been relatively immune to these pressures but an increasing public awareness has raised a clamor for the nation's colleges to take the responsibility of playing a leading role in reconstructing American society.

Consistent with this charge, Alan Pifer, President of the Carnegie Corporation, stated that community colleges should consider themselves primarily community service agencies rather than institutions of higher education.[1] A major thrust of colleges throughout the country in recent years has been toward becoming increasingly community-based and performance-oriented. Recognizing the need for leadership in this trend, the Board of Directors of the American Association of Community and Junior Colleges adopted a statement articulating their newly formulated mission: "To provide national leadership of community-based, performance-oriented post-secondary education."[2]

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[1]W. L. Harlacher, "The Community-Based, Performance-Oriented Community College" (paper presented at the Fifth International Institute, Lambton College, Sarnia, Ontario, Canada, June, 1974).

[2]Edward J. Gleazer, "Beyond the Open Door, The Open College," Community and Junior College Journal, XIV (August-September, 1974), 6.

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Erwin L. Harlacher, Chancellor of the Junior College District of Metropolitan Kansas City, Missouri, and a National Lecturer in Societal Factors at Nova University, contrasted "community-based" with "college-based" in a recent interview. He stated:

> For too long a period our institutions have really been institution-based or even faculty-based. I think what we are saying now is that we're going to relate directly to the community, and our programming will be determined on the basis of community needs.[3]

Since the inception of formalized social work education, community agencies have been utilized as training sites for students. Emphasis has been put on students serving the needs of the community through its social service agencies. Stress has been placed on helping students to acquire the necessary skills, knowledge, and attitudes to contribute to and improve society's agencies. In this respect social work education has been a pioneer and trail blazer in community-based education.

The Barry College School of Social Work places its students for field training in fifty-two different public and private agencies in Dade and Broward Counties. These agencies serve every level of society of the 2.5 million Dade residents and 850,000 Broward residents. The population of both Dade and Broward Counties is primarily concentrated in metropolitan, urban areas. Many different ethnic, religious, and racial groups reside in these counties. A unique feature of this area is the large number of persons over sixty-five years old who have been attracted here because of the clement weather. Another is the proportion of Spanish-speaking persons which has grown to over fifty per cent in Dade County in recent years.

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[3]Roger Yarrington, "What Does It Mean to be Community-Based?" Community and Junior College Journal, XLV (August-September, 1974), 13.

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The functions of the community agencies in which Barry College students are placed vary widely. They include prisons, hospitals, welfare departments, youth services, migrant camps, Indian villages, drug rehabilitation centers, residences for the aged, psychiatric clinics, family counseling agencies, and many others. The students work with individuals, couples, families, groups, and segments of the community. The majority of the agencies' clients are members of the middle and lower social classes. The diversity of these settings compounds the problems of teaching social work in the field.

The intent of this study is to improve the quality of field instruction which is an important component of social work education. The principal responsibility for educating students in the agency lies with field instructors who are agency-based. These instructors are usually part-time faculty who have limited experience in the educational world and little exposure to instructional methods. The problem lies in the question of how to train agency faculty to teach more effectively in order to provide optimal field learning for students.

If schools of social work are to be truly performance-oriented as well as community-based, then programs must be developed to instruct field faculty in modern learning strategies. To accomplish this goal a performance-oriented training program for agency-based faculty was developed to systematize and order students' learning in the field.

The objective of this investigation was to design and implement a training program which acquaints social work field instructors with the systems approach to instruction and motivates them to understand and apply this approach to their teaching in the field. In order for social work education to contribute to the renewal of American society, field

teaching must be planned and organized to accomplish basic educational goals. Benefits from this program should accrue towards rebuilding and renewing society on new, innovative plans.

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BACKGROUND AND SIGNIFICANCE

It is time for the nation's colleges to move toward becoming truly community-based and performance-oriented.

Edmund J. Gleazer, Jr.

As teacher training institutions and certification agencies move in the direction of competency-based, performance-based teaching, it becomes important to understand what educators mean by this movement which they choose to call "performance-oriented education." There is much discussion in the literature about various definitions, with advocates of this trend placing emphasis on the way in which teachers demonstrate teaching knowledge and skills. That demonstration must be observable, with concrete, specific, measurable performance objectives and criterion tests. Further, "performance reminds us that knowledge of content and teaching strategies is not sufficient in teaching--overt action is important."[4] Thus, specific instructional objectives requiring performances which can be evaluated take on major importance in a performance-based teaching program.

It has been pointed out that social work education has a long history of being community-based. However, organizing and structuring the field supervised experience so that it will be performance-oriented is a problem for social work as for many other disciplines. It is a crucial concern in social work education because students receive the majority of their graduate instruction in community agencies. Students in the Barry College School of Social Work spend three days a week in social service agencies where they are engaged in the actual practice of social work.

In the social agency students are trained for competent entry into

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[4] W. Robert Houston, Performance Education: Strategies and Resources for Developing a Competency-Based Teacher Education Program (New York: New York State Education Department and Multi-State Consortium on Performance-Based Teacher Education, 1972), p. 25.

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the practice of their profession by field instructors who are clinical faculty of the social work school but based in and employed by the agency. Field instructors frequently have only one or two students per year, and they are primarily practitioners of their profession, not educators. They have been taught to practice social work, not teach it. Usually they are social work practitioners who have been thrust into their teaching roles with little or no preparation for the change. How can they be expected to provide high-calibre, competency-based instruction without any training in the methodologies of education? That is the crux of the dilemma.

A review of pertinent literature shows that throughout the years students have been placed in agencies to be taught in any way their individual field instructor thought was best.[5] Bertha Capen Reynolds pointed out that "the social agencies in which field practice is carried on are real agencies serving the community and not able to make training their major function."[6] The student-supervisor relationship was originally based on the apprenticeship model where the student learned his art by working under a skilled master for a period of time. This relationship remains essentially tutorial in nature. Content is generally transmitted from the instructor to the student within the framework of a one-to-one educational relationship.

Field work teachers are inferred to be proficient in their skills and knowledge. They are free to select the content of tutorial conferences

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[5]S. Clement Brown and E. R. Gloyne, The Field Training of Social Workers (London: George Allen and Unwin LTD, 1966), pp. 37-38.

[6]Bertha Capen Reynolds, Learning and Teaching in the Practice of Social Work (New York: Russell & Russell, Inc., 1965), p. 141.

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4. Gagne, Robert M. Objectives for College Courses. Beverly Hills: Glencoe Press, 1970.

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APPENDIXES

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APPENDIX C

BARRY COLLEGE SCHOOL OF SOCIAL WORK

A Workshop for Small Systems Field Instructors

EVALUATION

This workshop has been designed to meet the request of Field Instructors for increased communication between the field and the classroom. We have tried to do this by providing an exercise in the integration of classroom content to field teaching. We would like to know whether this exercise was useful in helping you to plan your own teaching with social work students in the field. Information from these questionnaires will be used to plan future workshops for Field Instructors.

1. I found this workshop to be

   a) very interesting b) moderately interesting c) dull

2. Is the concept of teaching modules applicable in your particular agency setting

   a) yes b) possibly c) no

3. Would you utilize the module concept in field instruction?

   a) definitely b) possibly c) not ever

4. Would you be interested in a further exploration of this concept as a future workshop?

   a) yes b) possibly c) no

5. How well do you think the module concept would serve in meeting the following basic problems in field instruction:

   A. Integration of class content and field experience

      a) very well b) moderately well c) not very well

   B. Providing equal opportunity for basic field learning in a variety of diverse settings

      a) very well b) moderately well c) not very well

   C. Promoting an increased independence of the student from his supervisor

      a) very well b) moderately well c) not very well

6. Do you feel that another workshop of this type would be useful?

SUGGESTIONS:

Would you be willing to work on a committee? _____

(If yes, name)

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NATIONAL ED.D. PROGRAM FOR COMMUNITY COLLEGE ADMINISTRATORS AND TEACHERS

GEORGE M. BARTON
DIRECTOR OF INSTRUCTION

October 23, 1974

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Ms. Lois Krop
2001 N.E. 195th Dr.
N.Miami Beach, FL

Dear Ms. Krop:

Your practicum proposal for the core module, Societal Factors has been approved. Please mail your completed practicum to your cluster coordinator to be mailed to this office.

The date for submission of your practicum report is one (1) month following the third seminar meeting in this core module.

Sincerely,

George M. Barton
Director of Instruction

GMB:jm

cc: Dr. James Chinn